

Alternate Data File Information

Study Information:

Title(s): First-Year Effects of Early Indicator and Intervention Systems in Oregon

URL: <https://ies.ed.gov/ncee/rel/Products/Publication/60214>

Abstract:

Although Oregon has made recent gains in its overall high school graduation rate, 21 percent of public school students entering grade 9 in 2014 did not graduate within four years, by 2018. To improve graduation rates, Oregon voters approved Ballot Measure 98 in 2016 to fund dropout prevention and college and career readiness initiatives in high schools. Many districts used the funding to adopt an early indicator and intervention system (EIIS) to identify students who are not on track to graduate on time by monitoring related indicators, such as chronic absenteeism, disciplinary infractions, course progression, and academic performance, through a frequently updated data system. Districts can tailor the system by setting their own on-track thresholds for each indicator to identify students at risk of not graduating on time, assigning those students to interventions, and monitoring student response to the interventions.

This study took advantage of the additional funding being offered to districts across the state to look at first-year effects on chronic absenteeism, disciplinary infractions, course progression, and academic performance by comparing the outcomes in 65 districts that adopted an EIIS to the outcomes in a set of similar districts that used the additional funding for other dropout prevention or college and career readiness initiatives. The study offers insight into the effectiveness of early efforts to scale up EIISs, a popular school-level intervention. EIIS adoption appears to have reduced the percentage of students who were chronically absent by 3.9 percentage points but does not appear to have had positive effects on the three other student outcomes during the first year: the percentage of students with disciplinary infractions, the percentage of grade 10 students who had acquired enough credits by the end of grade 9 to be considered on track for on-time graduation, or the percentage of grade 11 students meeting or exceeding proficiency standards on state math and English language arts tests. The findings offer the Oregon Department of Education information on the early effects of its efforts to promote EIIS across Oregon. The findings can also be used by other state and district education leaders to inform their considerations to scale up EIIS or other similar programs.

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Description of the Sample:

Grade level(s): 9-12

Any specific subgroups: Dataset only includes districts with non-alternative, non-virtual high schools.

Sample size: 166 districts

Data Information:

Please see accompanying codebooks for variable specific information:

- **6.5.P10.x Oregon EHS Codebook ODE 1.pdf** – Definitions and summary statistics for variables created from data received from the Oregon Department of Education.
- **6.5.P10.x Oregon EHS Codebook ODE 2.pdf** – Definitions and summary statistics for additional variables created from data received from the Oregon Department of Education.
- **6.5.P10.x Oregon EHS Codebook CCD.pdf** – Definitions and summary statistics for variables created from data downloaded from the Common Core of Data website.

Analysis Information:

Student- and school-level data was processed and transformed to create a district-level dataset.

Please see the below files for further information.

- **6.5.P10.x Oregon EHS Processing Flowchart.pdf**
- **6.5.P10.x Oregon EHS Data Processing Code 062321.docx**

Contact information:

Office(s) maintaining the data: Oregon Department of Education

Specific database(s) and fields to request:

- Enrollment and Demographics
- State test
- Discipline
- English Language Learners
- Ninth Grade On Track
- Graduation rates